



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 posted 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 Edsby
- 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 questions about their learning and helping them recognize the actions they are taking towards improvement and learning.
- For more information please see <https://www.alberta.ca/education-guide-education-act.aspx#jumplinks-3>

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 expectations and how student work will be graded/marked in student friendly language
- 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.
- For more information please see <https://www.alberta.ca/education-guide-education-act.aspx#jumplinks-13>

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

- Attend school every day and be on time
- Be participants in classroom and school activities
- Demonstrate their learning by finishing assignments to the best of their ability
- Ask questions and let the teacher know when they need help
- Utilize Student Support Time
- Take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge or skills
- For more please see <https://www.alberta.ca/education-guide-education-act.aspx#jumplinks-4>

HOW DO WE DETERMINE STUDENT ACHIEVEMENT?

Guiding Principles:

- All grading and assessment is based on **success criteria** in relation to the **learner outcomes** established by the Alberta Program of Studies or learner outcomes established for locally developed courses.
- Grades are determined by 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 and accurate** 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.

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 assessments. 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

- Teachers will make every reasonable effort to inform parents of the student's progress or lack thereof
- Under normal circumstances, students will be expected to complete all assessments 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 work with students and parents to determine the best course of action for student work that is **late, missing, incomplete, or unsatisfactory**.

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.
 - To avoid having them miss classroom instruction and discussion, it is reasonable to expect students to make up, re-do this work, or receive teacher support outside of class time (at home or during Student Support Time).
2. If, following conversations and establishing a plan for completion, 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.
 - As a last resort, if these interventions still result in the work missing or being incomplete a "reluctant" zero may be assigned if:
 - the assessed outcome(s) have not been sufficiently assessed elsewhere; and
 - student behaviour in response to the collective efforts to encourage completion and submission of the assessment was uncooperative
3. A student who neglects to complete the summative assessments for essential curricular outcomes may be assigned a failing grade for these assessments which could cumulatively result in failure in the course.

Academic Integrity

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 (*independently when required*) and submitting assignments on the designated due date.

Honesty includes completing assignments in a truthful and responsible way.

Expectations:

- Misrepresentation of completed work, collusion/sharing of completed student work, deception, impersonation, and plagiarism will not be tolerated.
- Students will not receive grades or credit for assignments or assessments deemed to have been completed dishonestly.
- The use of Artificial Intelligence tools (CHAT GPT etc.) to generate finalized work that is **misrepresented as a student's own** is prohibited.
- Submitting duplicate assignments for two or more courses *without prior approval* represents another form of academic dishonesty.

Grading Appeal Process for Students and Parents

- any appeal regarding a grade should first 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/lead teacher, the teacher, the student and potentially the parent to settle the matter.
- if not resolved in either of the above, the principal, after consultation with the administrative designate concerned, will make the final decision.

SCHOOL ASSESSMENT & REPORTING COMMUNICATION PLAN

UNDERSTANDING REPORTING (Grades 10 - 12)

Medicine Hat High School continues to report grades in percentages.

Both Medicine Hat School Division 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).

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 and 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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Learner Attributes Categories:

Participates <ul style="list-style-type: none"> Prepared for learning. Actively engages in learning. Positively contributes to the classroom learning environment. 	Collaborates <ul style="list-style-type: none"> Shares responsibilities to achieve a common goal Adaptable, willing to compromise and values the contributions of others. Demonstrates sensitivity to diverse cultures, audiences or contexts.
Strives for Personal Excellence <ul style="list-style-type: none"> Recognizes opportunities or imagines possibilities to apply learning in new ways. Accepts and reflects upon feedback to move learning forward. Demonstrates flexibility and resilience when adapting to new situations or transitions. 	Respect for Self and Others <ul style="list-style-type: none"> Demonstrates respect, empathy, and responsibility in a diverse society. Considers the impact of decisions or actions on the well-being of self and others.

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 current Division wide examples are the STAR reading diagnostic and MIPI numeracy diagnostic. 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.

Final Exams and Grade 12 Alberta Diploma Examinations

MHHS will administer final exams and Diploma exams at the end of each semester. Information about Final exams will be sent out by the school in the final month of each semester. Information regarding the provincial Diploma Examination Program is available online at

https://www.alberta.ca/administering-diploma-exams.aspx?utm_source=redirector

Reporting Terms:

TERMS	DATES	COMMUNICATION TYPE & DATE
Semester 1	September 4-January 30	<ul style="list-style-type: none">• Interim Report and Parent Teacher Conferences Week of October 23-27• Progress Report January 31
Semester 2	February 1- June 27	<ul style="list-style-type: none">• Interim Report and Parent Teacher Conferences Week of March 25-29• Progress Report June 28

Communication Plan for Reporting Progress

Edsby: All MHHS 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.

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 are most often held face to face, but may be conducted via phone or through video conferencing.

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 of identified students to align to the district attendance plan. 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. Specific language learning feedback is also provided through formative and summative assessments.