



SCHS School Assessment Plan 2024 / 2025

At Sturgeon Public Schools, we dare to reimagine learning through dynamic programming, dedicated teachers and innovative technologies that keep our schools on the leading edge of education in Alberta.

One of the ways we help all students be successful is by assessing and evaluating what students learn. This guide will help you understand:

- What assessment is, different types and uses;
- responsibilities of staff, students and parents/guardians;
- how your child is assessed; and
- how your child's progress and learning is communicated;

What is Assessment

What is Assessment?

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

Assessment means gathering information about what your child knows, understands and can show the teacher based on the Alberta curriculum or a student's Individualized Program Plan (IPP).

Purpose of Assessment

Assessment refers to the process of collecting, interpreting, and communicating information about a student's progress in relation to the learning outcomes.

Formative Assessment

Formative assessment or assessment for learning, is an ongoing exchange of information between students and teachers to:

- inform students, about their progress towards achieving the intended learning outcome(s),
- identify the gains and difficulties students are experiencing in what they are being asked to learn or perform,
- provide specific, descriptive and meaningful feedback that encourages growth, and
- inform teachers of student progress, allowing timely adjustments to instruction where necessary.





Summative Assessment

Summative assessment or assessment of learning, refers to assessment that takes place after an instructional segment such as a group of integrated lessons, unit, reporting period or grade to:

- describe the degree to which each student can demonstrate the achievement of learning outcomes as set out in the programs of study,
- provide accurate information of each student's strengths and areas of need to inform teachers evaluations and communication to students and parents/guardians, and
- evaluate the effectiveness of the instruction used during the instructional segment to inform future teaching practice.

Achievement on Academic Outcomes

Teachers ensure that a variety of assessment techniques are used to measure student growth and achievement. A student's final standing in any course is based on a number of indicators of achievement throughout the term.

Social Skills and Development/Growth as a Learner Outcomes (Grade 1-6)

Evaluation of student growth as a learner and development of personal and social skills is reported separate from academic achievement of learner outcomes.

Work Ethic (Grade 7-12)

Evaluation of student work ethic is reported separate from academic and achievement of learner outcomes.

Grade Scales

Division Grade Scales specific to grade level of school.

Academic Achievement Scale

The Academic Achievement Scale is used to communicate achievement in all subject areas.

Student level of achievement and understanding with reference to the learner outcomes:

90-100%	Excellent and Insightful
80-90%	Excellent
70-80%	Proficient
60-70%	Competent
50-60%	Basic
Below 50%	Limited
IPP	Student is on an Individual Program Plan





Work Ethic Grade Scale

The Work Ethic Grade Scale is used to communicate achievement around the student's responsibility and independence.

E	Excellent - The student demonstrates excellent responsibility and independence by turning in all assignments and takes initiative for his/her learning.
C	Competent - The student demonstrates satisfactory responsibility and independence by turning in most assignments and is usually ready to work and learn.
N	Needs Improvement - The student has assignments missing or is frequently not ready to work and learn.

Shared Learning Responsibilities

We all have a role to play to ensure student success.

Parent/guardians can support learning by:

- working in partnership with school staff;
- staying informed and keeping in touch with school staff. This includes reading newsletters, interacting with PowerSchool Parent Portal etc.; and
- attending parent-teacher conferences.

Teachers will support student learning by:

- providing suitable programming for each student;
- providing many opportunities and different ways for students to show what they know;
- providing multiple opportunities for students to submit missing work, while maintaining ongoing communication with parents/guardians;
- 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 student successes and challenges;
- Communicating regularly about student progress and achievement; and
- providing opportunities for parents to be involved in the learning process.

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

- come to school every day and on time;
- finish assignments, projects and tasks to the best of their ability;





- participate in activities to celebrate learning;
- demonstrate their learning; and
- take advantage of opportunities to revise or redo assignments or tests so they can show growth in their knowledge and skills.

Communicating Assessment

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 or Terms, End of Year Report Card

SCHS follows the semester schedule, with fall semester starting in September and ending in January and winter semester starting in February and ending in June. Parents can stay up to date on student achievement by checking PowerSchool regularly. Students receive a final report card at the end of each semester.

Parent Teacher Conferences


Parents have the opportunity to take part in parent-teacher conferences mid-semester in both November and March.

Division Approved Report Card Codes

CMU Course Mark Unavailable is indicated when a teacher does not have enough evidence about a student's progress to provide a grade at the end of the reporting period.






ADP Adapted Programming is indicated when a student receives adapted programming and is not assessed with a level of achievement.

Division Approved Assessment Codes for Assignments

Code	Explanation
	The student has completed the assessment and the teacher has collected it





 Incomplete	The assessment has been turned in/attempted/observed and is not complete.
 Missing	The student has not turned in or performed for an assessment.
 Absent	Absent is indicated when a student was absent on the assessment activity day. No mark is entered. Teacher will have communicated the procedure for determining and submitting work during an absence
 Late	The assessment is late.
 Exempt	The student is exempt from completing this assessment when professional judgment has determined that the student is not required to do this task. No mark is entered.
ADP	The student receives adapted programming and is not assessed with a level of achievement on this learning outcome. It is used from Kindergarten to Grade 9
NYC	Not Yet Complete is indicated when steps are in place to ensure that the student completes the assessment activity. No mark is entered.
NHI	Not Handed In is indicated when a teacher has not received an assignment for grading from a student. A mark of 0 is used as a placeholder until the assignment is submitted. Multiple opportunities are provided to the student to submit a mark and ongoing communication has occurred with the parents/guardians. Used in Junior High and High School only.

Benchmark and Screening Assessments

Division or provincial benchmark or screening assessment tools help teachers better understand the current skills or understanding students have. They allow teachers to program more accurately or build review and support materials for student growth and success. They are not considered as evidence for grading.

Grade	Literacy	Grade	Numeracy
1+	Letter Name-Sound (LeNS) Helps understand foundational phonics skills.	1-3	Alberta Education Numeracy Screener Helps identify general number sense development and can be used to address early gaps in number knowledge.
2-3	Castles and Coltheart (CC3) Helps identify single word		





	reading, phonological decoding and whole word recognition.		
1-4+	Fountas and Pinnell (F&P) Helps understand reading behaviours such as rate, prosody, decoding fluency and comprehension.	4-9+	Math Intervention / Programming Instrument (MIPI) Helps evaluate a student's understanding of the Alberta mathematics curriculum taught at the previous grade level. Math Skills Assessment (MSA) for Grade 10 ONLY Evaluate a student's understanding of Alberta mathematics curriculum taught over the previous several grade levels.
5+	Read Theory A reading comprehension assessment that can begin to identify students who may need additional literacy support.		
10+	Reading Comprehension Locally designed and used in each English class by school.		

Classroom Assessment

Missing or incomplete work

Teachers communicate with students and parents/guardians promptly and regularly about missing or incomplete student work.

Each department has set expectations about missing or incomplete work:

Math

- An NHI is immediately entered for any missing assignments and assessments.
- Assessments dates are accurately input into PowerSchool prior to the assessment.
- PowerSchool is the main point of contact for all assessment information including dates of assessment and outcomes covered.

Science

- An NHI is immediately entered for any missing assignments and assessments.
- Assessments dates are accurately input into PowerSchool prior to the assessment.
- PowerSchool is the main point of contact for all assessment information including dates of assessment and outcomes covered.

English

- Missing assignments will receive an NHI (Not Handed In). Any assignment that is turned in after the due date will only be assessed if there are extenuating circumstances. This must be communicated to me PRIOR to the due date.



**Social**

- Any work not submitted on time will receive an NHI on the assignment. If there is a special circumstance, please email your teacher on or before the due date. The email must indicate a date when you will submit the work to the teacher.
- If there are special circumstances (eg, death in the family, serious illness) arrangements must be made with the course teacher on or before the original due date. An email must be sent to the teacher indicating an acceptable date the work will be turned in.

CTS, Fine Arts and Options

- Missing work expectations are addressed by the individual course outline for each course.

Course Outlines

All courses have set course outlines that are given at the start of the semester. Student's receive a paper copy or can access it through their course Google Classroom. Course outlines are also posted in PowerSchool for parents to access. Course outlines contain detailed information on how a student's final grade is calculated and the content that is covered throughout the course.

Role of Homework

Homework is meant to:

- help support your child's learning;
- reinforce what your child learned in school; and
- give your child more practice.

Each department has set expectations about homework:

Math

- There is sufficient time given in class to complete assigned work (Math -3).
- For -1 and -2 classes, the expectation is that any work that cannot be completed in class will be completed at home, including reading ahead and personal review.
- There may be periodic check ins for homework completion, at the discretion of the teacher.

Science

- There is sufficient time given in class to complete assigned work (Science 14/24).
- For -1 and -2 classes, the expectation is that any work that cannot be completed in class will be completed at home, including reading ahead and personal review.
- There may be periodic check ins for homework completion, at the discretion of the teacher.



**English**

- All homework assignments will be taken in at the beginning of class on the due date, unless otherwise directed.

Social

- Homework is not formally assigned as there is enough class time to complete work during class.
- However, it is expected that any work not completed in class is done at home prior to the due date.

CTS, Fine Arts and Options

- Homework is not assigned; students are expected to keep up with work when they are missing which is all posted in google classroom.

Course Summative Assessment (Gr. 7-12)

Course summative assessment will not exceed the following weighting: Junior High 15% and Senior High 30%.

Each department has set expectations about weightings of summative assessments in each course. Detailed descriptions of how course marks are calculated can be found on the course outline for each course. Course marks are calculated using various forms of evidence of student work, including but not limited to projects, assignments, quizzes, and assessments.

Final Assessment Weightings:**Math**

All -1, -2 classes

- Grade 10: 20%
- Grade 11: 25%
- Grade 12 (Diplomas): 30%

All -3 classes

- Math 10-3: 20%
- Math 20-3: 25%
- Math 30-3: 25%

Science

All -1, -2 classes

- Grade 10: 20%
- Grade 11: 25%
- Grade 12 (Diplomas): 30%



**All -3 classes**

- Science 14: 20%
- Science 24: 25%

English

- Grade 10: 20%
- Grade 20: 25%
- Grade 12 (Diplomas): 30%

Social

- Grade 10: 20%
- Grade 11: 25%
- Grade 12 (Diplomas): 30%

CTS, Fine Arts and Options

- course weightings are addressed by individual course outline.

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 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, school administration will meet with them and take the following action:

Plagiarism and cheating are serious offenses.

Plagiarism includes:

- submitting or presenting work that was done by someone else
- submitting work that is taken from another source and not referenced properly
- submitting work in one course that has already been submitted/assessed in another course
- submitting work that is copied from another person
- allowing someone to submit your work as their own

Cheating on tests or examinations includes:

- communicating with other students during the assessment
- bringing unauthorized materials or devices into the exam room
- attempting to read another student's answers
- leaving your exam paper exposed
- providing or gaining access to questions and/or answers for a test or assignment in advance

To best support student learning, students should complete all graded assignments





themselves, without any use of generative artificial intelligence (AI). Please refrain from using AI tools to generate any content (text, video, audio, images, code, etc.) for an assignment or classroom exercise. Passing off any AI generated content as one's own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of Sturgeon Composite High School's Academic Misconduct Policy.

Parents will be notified and a mark of zero will be awarded. A record of the incident will be kept and repeat offenses will be dealt with by school administration.

Final Exam or Final Course Grade Appeal Process

To appeal the grade/mark your child has been given, contact the classroom teacher. If the situation is unable to be resolved with the teacher, the appeal can be brought forward to the principal. The principal's decision is considered final as per the [Education Act](#).

Parental Review of Exams (excluding Diploma Exams)

If a parent wishes to review a final or a unit exam (with the exception of diploma exams), the following process must be followed:

- Parents should be clear on the purpose of the review.
- Unit and final exams must be reviewed by parents by the last operational day of each semester.
- During the review no written notes or photocopying shall take place.
- All reviews must be in the presence of the teacher and/or an administrator at the school.

Marks Appeal Process:

Students who wish to appeal a final mark should first discuss the situation with the teacher concerned. If the matter is not resolved, then the student may complete an appeal form which can be obtained from the General Office and submit it to a Vice Principal for a ruling. All appeals to a Vice Principal must be submitted within seven (7) days of receipt of the mark.

Individualized Program Plans (IPPs)

IPPs are designed 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.

Provincial Assessments

Diploma Examinations (DIPs)

The Grade 12 Diploma Examinations Program has three main purposes:

- to certify the level of individual student achievement in selected Grade 12 courses;
- to ensure that province-wide standards of achievement are maintained; and
- to report individual and group results.

The program has diploma exams in selected Grade 12 courses: Biology 30, Chemistry 30, English Language Arts 30–1, English Language Arts 30–2, Français 30–1, French Language Arts 30–1, Mathematics 30–1, Mathematics 30–2, Physics 30, Science 30, Social Studies 30–1, and Social Studies 30–2.

To receive a high school diploma, students are required to write at least two diploma exams, either English Language Arts 30–1 or English Language Arts 30–2 and either Social Studies 30–1 or Social Studies 30–2.

Weighting is determined by the province. Currently the Diploma Examination comprises 30% of a course grade.

