



Dear Comets and Comet families,

As we near the second half of the first semester, it is important to ensure that all students and families have current and consistent information about assessment practices at Robert Thirsk High School. Below is an overview of our outcome-based assessment, proficiency scale, report card expectations and additional resources. Please take the time to review the following information as it will help to better understand the PowerSchool mark book and the upcoming Term 1 report card marks and comments. If you have further questions or comments please feel free to email administration.

Robert Thirsk High School | Assessment and Reporting

In CBE, five guiding principles are central to all assessment and reporting policies and practices:

1. Fair, transparent and equitable practices
2. Explicit connections to the Programs of Study
3. Ongoing cycles of learning
4. Student agency
5. Clear and meaningful communication

The fundamental purpose of assessment is to improve student learning. Robert Thirsk High School utilizes outcome-based assessment from the Programs of Study. Outcomes-based assessment is distinctly linked to the Programs of Study and helps to clearly and succinctly identify areas of strength and areas of growth. Within the Programs of Study general outcomes are defined as, “*overarching statements of what students are expected to learn in each course*,” with specific outcomes identifying, “*the specific knowledge, skills and understandings that students are required to attain by the end of a given course*” (Alberta Education, 2008).

In contrast, a traditional high school mark book is structured around units and/or categories of tests, quizzes and assignments. An outcome-based mark book is directly linked to the outcomes of the Programs of study and test, quiz, and assignment proficiency are imbedded within those outcomes.

Proficiency Scales for Academic Achievement

Robert Thirsk High School has utilized an assessment scale since its opening. This year we have adjusted the categories and indicators to be in alignment with the new High School Proficiency Scale. Proficiency scales define what student understanding and/or skill looks like at different levels. This allows teachers to make consistent judgements about a student’s level of achievement when assessing individual assessments and analyzing a body of evidence over time. Proficiency levels are correlated to a working percentage score within PowerSchool, allowing for the calculation of a final percentage grade, a requirement of Alberta Education achievement reporting.

High School Proficiency Scale

Beginning		Developing		Proficient		Exemplary	
1	2	1	2	1	2	1	2
<p>The student demonstrates a level of understanding and/or skill that is not yet meeting expectations of the course outcomes.</p> <ul style="list-style-type: none"> ▪ The quality of work may be vague and/or undeveloped. ▪ Targeted adjustments to planning and instruction will be necessary for further learning in this area. 		<p>The student demonstrates a basic level of understanding and/or skill that meets expectations of the course outcomes.</p> <ul style="list-style-type: none"> ▪ The quality of work may be adequate and/or concrete. ▪ Adjustments to planning and instruction may be necessary for further learning in this area. 		<p>The student demonstrates a well-developed level of understanding and/or skill that meets expectations of the course outcomes.</p> <ul style="list-style-type: none"> ▪ The quality of work may be clear and/or well-reasoned. ▪ The student can be confident of being prepared for further learning in this area. 		<p>The student demonstrates a mastery level of understanding and/or skill that meets expectations of the course outcomes.</p> <ul style="list-style-type: none"> ▪ The quality of work may be perceptive and/or insightful. ▪ The student can be confident of being prepared for further learning in this area. 	
20%	40%	55%	65%	75%	85%	95%	100%

Communicating Student Learning

Ongoing communication about individual student progress and achievement includes both informal and formal components. Informal communication occurs on an ongoing basis and serves to build shared understandings of what students know and can do in day-to-day learning experiences (Ex. PowerSchool outcome indicators, ongoing conversations, email, self-reflections, etc.). Formal communication occurs at predetermined times throughout the school year (Ex. Report Cards, IPPs, Student learning conferences etc.).

Report Cards

Students will receive four formal report cards per year, two within each semester. The first report card in each semester is an opportunity to gain an understanding of where a student is currently achieving in relation to the outcomes in each course. The final report card of each semester will indicate a final percentage and credits earned for each course. This information is then sent to Alberta Education and available on a student's Detailed Academic Report (DAR) which can be obtained through MyPass.

Additional Resources

Alberta Education Programs of Study

<https://www.alberta.ca/programs-of-study.aspx>

Alberta Government MyPass

<https://www.alberta.ca/programs-of-study.aspx>

Sincerely,

Matt Christison, Principal

Clare Haney, Assistant Principal
Kristal Derbyshire, Assistant Principal