



Purpose of Assessment and Reporting	Role of the Teacher is to:	Role of the Student Learning Team (Administrators, Guidance and Resource) is to:	Role of Students is to:	Role of Families is to:
<i>Inform teachers and students of learning strengths and areas for growth in order to design personalized instruction.</i>	Provide assessments with reasonable due dates and criteria/guidelines to assess curricular outcomes. Differentiate assessment strategies to remove barriers to learning.	Communicate and work with students, teachers and/or external support agencies to support student success and well-being.	Complete all assigned tasks by the due date or communicate with their teacher in advance when they are unable to meet assessment expectations.	Communicate with teachers should they have concerns regarding their student's learning and follow the Communication Cheat Sheet for Parents posted on the CHHS website
<i>Support students to improve their learning through timely feedback.</i>	Provide timely, fair and consistent formative and/or summative feedback for and of learning to allow knowledge gaps to be reduced and student growth to occur.	Regularly check student records/data (attendance and grades) and bring stakeholders together to support student learning.	Utilize teacher feedback on both formative and summative tasks to improve learning. Work with teachers, the student learning team (administration, guidance/resource) and/or external supports, to improve skills needed for high school success.	Support student learning through communicating with teachers and the student learning team (administration, guidance/resource) to help their student achieve success.
<i>Measure and communicate student learning as indicated by Alberta Programs of Study.</i>	Clearly indicate learning outcomes and provide weighting within course outlines. Communicate with parent/guardians, students and/or with the appropriate student learning team members (administration, guidance/resource) for student support.	Involve teachers, students and families to develop a plan for assessment completion in a timely manner.	Be aware of current academic standing regarding assignment completion, check for understanding in learning, seek help when necessary, and know assessment criteria.	Support their child to engage in school tutorial time and set a time for assignment completion at home. Work with school supports to foster student life skills in time management, organization and/or problem solving skills.
<i>Determine and communicate achievement through feedback and report card grades.</i>	Communicate accurate student progress, considering the most current and consistent evidence, by regular updates to mark entry or formative feedback to students and/ or families.	Regularly check student records/data (attendance and grades) and bring stakeholders together to support student learning.	Communicate with teachers if unsure of current achievement and be aware that assessment is ongoing and grades will change over time.	Regularly access Power School and communicate with teachers if unsure of current achievement. Know that assessment is ongoing and grades will change over time.



Resources Provided for Student Learning and Assessment

- 1) **The Completion Center.** This resource provides multiple opportunities for students to complete tests and assignments and not miss additional instructional time. Students will be provided with three attempts, including the original opportunity, to access the Completion Center. Families will receive communication home if completion attempts are unsuccessful. If all three attempts for completion are unsuccessful, a referral to administration will follow.
- 2) **Course Completion/Credit Recovery.** In consultation with the parent/guardian, student, teacher and administration, students may have the opportunity to recover/complete courses considering the following factors; student attendance (both in class and tutorial), behaviour, and assessment information.
- 3) **Self-pace** provides a highly personalized learning environment for students who are struggling with success in one or more traditional classroom settings. Working closely with staff, students set goals for high school completion. The course delivery model is set up for students to work independently in a teacher supported, attendance monitored space. When students are at school, they are expected to attend class on a consistent basis. Diploma courses are not offered at this time.
- 4) **Common Tutorial Time** all teachers provide 25 minutes of tutorial time on Tuesdays and Wednesdays from 8:30-8:55. Students can receive one on one support or group instruction during this time.

Contributing Factors of Learning and Assessment

The Calgary Board of Education believes there is a strong correlation between attendance and student's success in school. Regular attendance at school maximizes student learning, school attachment and the potential for high school completion.

Role of Teacher: to have ongoing, timely communication with families/guardians if a student has missed classes or assessments. A referral to the appropriate administrator and guidance counsellor is needed if there is no improvement. [Crescent Heights Handbook Attendance Policy](#)

Role of the Student Learning Team (Administrators, Guidance and Resource): to check student overall attendance weekly and contact families when a problematic attendance or assignment completion pattern becomes evident. If there are barriers for students that struggle to attend regularly, supports will be provided to attempt to improve attendance. Administrators will work with teachers, parents and students through the decision-making process.

Role of Student: to follow the attendance and work ethic requirements outlined in the CBE's Student Code of Conduct. The Code of Conduct states, "Students must comply with the School Act including: a) being diligent in pursuing their studies; b) attending school regularly and punctually; c) cooperating fully with everyone authorized by the CBE to provide education and other services; d) complying with the rules of the school; and e) accounting to the student's teachers for the student's conduct."

Role of Parents/Guardian: It is important that parents ensure we have the most current contact information. Parents are asked to follow the CBE's Student Code of Conduct which states "as partners in their students learning are responsible for a) taking an active role in the student's educational success; b) assisting the student in complying with the Student Code of Conduct c) assisting the school in addressing disciplinary issues involving their child." At Crescent Heights, parents will regularly follow up attendance notifications with the school (teacher, student services, and administration) [Communication Cheat Sheet for Parents](#).

Intellectual Dishonesty/Cheating

When it is determined a student has participated in academic misconduct, creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for another learner, the behaviour will be considered separately from the assessment of learning. For diploma exams Alberta Education is the governing body and will determine next steps.

Supporting Documentation and More information on Assessment and Reporting

CBE Assessment webpage: <https://www.cbe.ab.ca/programs/curriculum/assessment-and-reporting/Pages/default.aspx>

Parent Guide (PDF): <https://www.cbe.ab.ca/programs/curriculum/assessment-and-reporting/Documents/Parents-Guide-Assessment-and-Reporting.pdf>

FAQ Page: <https://www.cbe.ab.ca/programs/curriculum/assessment-and-reporting/Pages/Frequently-Asked-Questions.aspx>